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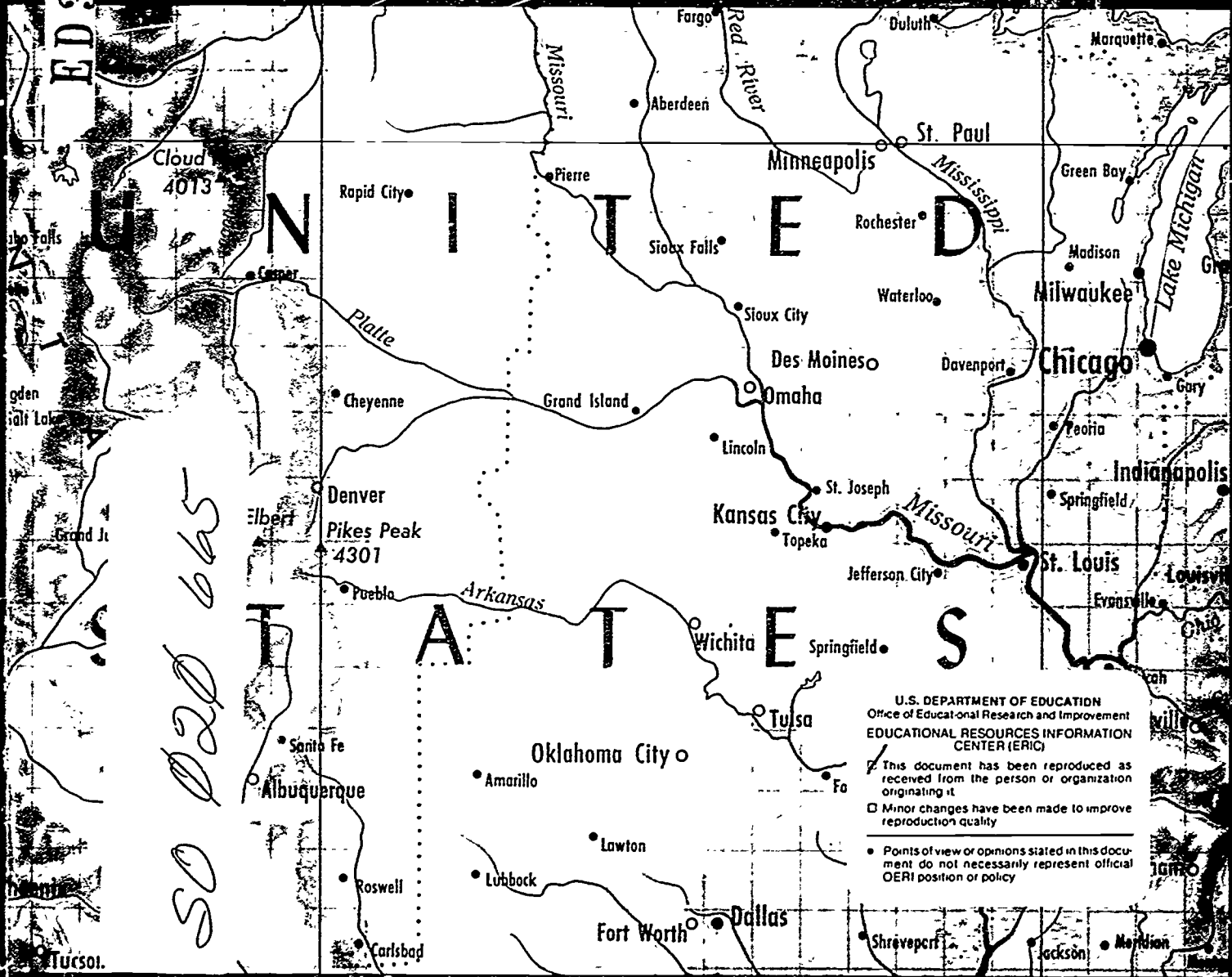
ABSTRACT

Providing practical learning activities for parents to use to teach geography to children under age 10, this profusely illustrated handbook is organized in terms of 5 major themes of geography: (1) physical location; (2) physical and human characteristics of places; (3) relationships among people and places; (4) patterns of movement of people, products and information; and (5) formation and change of regions. These five themes, developed by the Joint Committee on Geographic Education of the National Council for Geographic Education and the American Association of Geographers, have recently been adopted by many U.S. schools. By using this handbook, parents can connect everyday learning experiences in the home and neighborhood to the curriculum in school. They can also direct the natural curiosity of children toward questions and knowledge in geography. In addition to the learning activities for children, the handbook contains a glossary of geographic terms, lists of sources for acquiring free or inexpensive materials, and a list of books for children on various topics in physical and cultural geography. Supporting materials include an outline map of the United States and a press release and publication announcement concerning the contents and uses of this handbook. (JP)



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Helping Your Child Learn Geography

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February 1990

For each additional copy of *Helping Your Child Learn Geography*, send your name, address and 50 cents to:

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Foreword

Remember thumbing through an atlas or encyclopedia as a child, imagining yourself as a world traveler on a safari in Africa, or boating up the Mississippi River, climbing the peaks of the Himalayas, visiting ancient cathedrals and castles of Europe, the Great Wall of China? We do. The world seemed full of faraway, exotic, and wonderful places that we wanted to know more about.

Today, we would like to believe that youngsters are growing up similarly inquisitive about the world. Perhaps they are, but recent studies and reports indicate that, if such imaginings are stirring in our youngsters, they're not being translated into *knowledge*. Not that there ever was a "golden age" when all our young and all our citizens were conversant about the peoples and places of the globe. Still, there is considerable evidence that such knowledge among young Americans has dipped to an alarming low.

Last year, a nine-nation survey found that one in five young Americans (18- to 24-year-olds) could not locate the United States on an outline map of the world. Young Americans knew measurably less geography than Americans 25 years of age and over. Only in the United States did 18- to 24-year-olds know less than people 55 years old and over; in all eight other nations, young adults knew *more than the older ones.*

No less disturbing was the fact that our young adults, when compared with young adults in other countries, came in last place in a 1980 Gallup Poll. Our 18- to 24-year-olds knew less about geography than their age-mates in every other participating nation. But it shouldn't surprise us. Youngsters in other countries study more geography. In England, Canada, and the Soviet Union, geography is considered one of the basic academic subjects and is required of most secondary students; in the United States, only one in seven students takes a high school geography course.

You'd think that our students learn at least *some* geography, though, in their world history classes. Those

who take world history probably do. But that's only 44 percent of our high school graduates. More than half of our high school students are graduating without studying world history.

If youngsters are to acquire an appreciation of geography and ultimately learn to *think* geographically, parents and communities must insist that local schools restore it to prominence in the curriculum. They should insist that geography be studied and learned, in one form or another, through several years of the primary and secondary curriculum.

Learning should not be restricted to the classroom. Parents are a child's first teachers and can do much to advance a youngster's geographic knowledge. This booklet suggests some ways to do so.

It is based on a fundamental assumption: that children generally learn what adults around them value. The significance attached to geography at home or at school can be estimated in a glance at the walls and bookshelves.

Simply put, youngsters who grow up around maps and atlases are more likely to get the "map habit" than youngsters who do not. Where there are maps, atlases, and globes, discussions of world events (at whatever intellectual level) are more likely to include at least a passing glance at their physical *location*. Turning to maps and atlases frequently leads youngsters to fashion, over time, their own "mental maps" of the world—maps that serve not only to organize in their minds the peoples, places, and things they see and hear about in the news, but also to suggest *why* certain events unfold in particular places.

Helping every child develop his or her ability to use maps and to develop mental maps of the world ought to become a priority in our homes and schools. For, as we all know, our lives are becoming an ever tighter weave of interactions with people around the world. If our businesses are to fare well in tomorrow's world markets, if our national policies are to achieve our aims in the future, and if our relationships with other peoples are to grow resilient and mutually enriching, our children must grow to know *what* in the world is *where*.

This booklet is designed to help parents stir children's curiosity and steer that curiosity toward geographic questions and knowledge. It is organized around the five themes recently set forth by geographers and geography educators across the Nation—the physical *location* of a place, the *character* of a place, *relationships* between places, *movement* of people and things, and phenomena that cause us to group places into particular *regions*.

We encourage parents to get to the fun part—that is, the activities. The games, maps, and suggested activities that follow, while informal and easy to do, can help lay a solid foundation in experience for children's later, more academic forays into geography.

Bruno V. Manno
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Policy and Planning

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Research Associate

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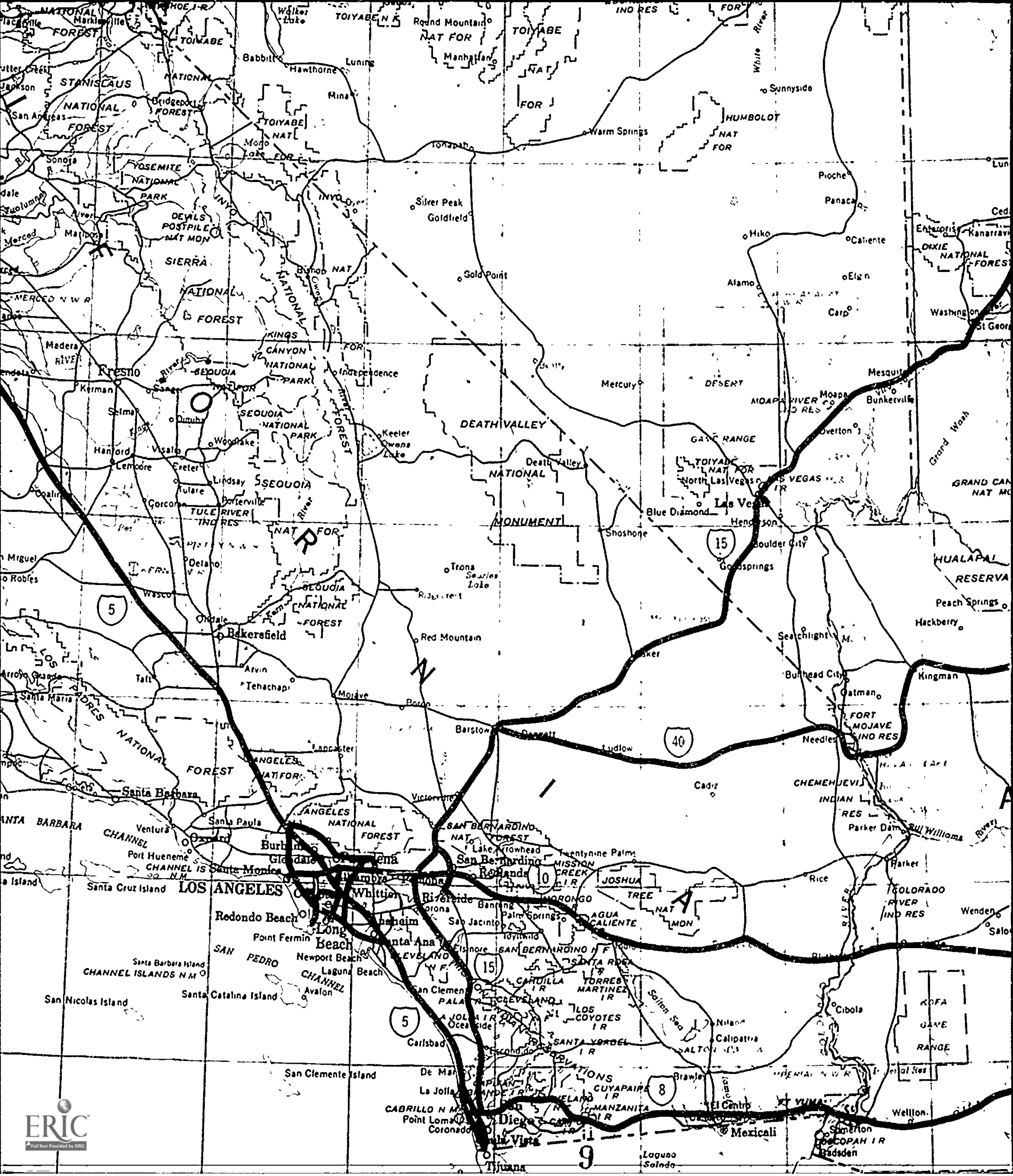


Introduction

Children are playing in the sand. They make roads for cars. One builds a castle where a doll can live. Another scoops out a hole, uses the dirt to make a hill, and pours some water in the hole to make a lake. Sticks become bridges and trees. The children name the streets, and may even use a watering can to make rain.

Although they don't know it, these children are learning the principles of geography. They are locating things, seeing how people interact with the Earth, manipulating the environment, learning how weather changes the character of a place, and looking at how places relate to each other through the movement of things from one place to another.

With this book, we hope you, as parents, will get ideas for activities that will use your children's play to informally help them learn more geography—the study of the Earth.

Most of the suggestions in this book are geared to children under 10 years of age. The activities and games are organized around five specific themes that help focus our thinking. These themes were developed by the Joint Committee on Geographic Education of the National Council for Geographic Education and the American Association of Geographers and are now being used in many schools. They are:

1. Where are things located?

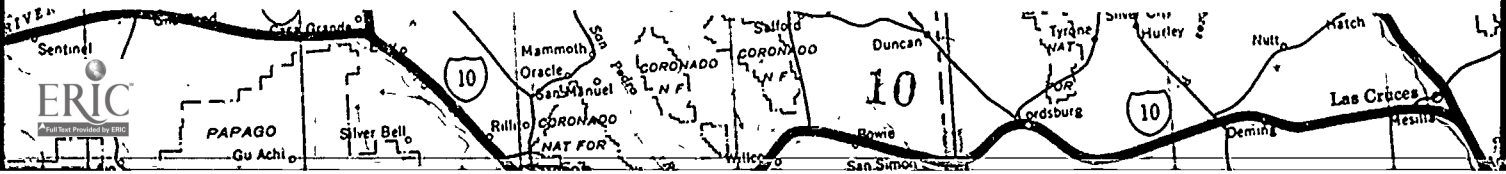
2. What makes a place special?

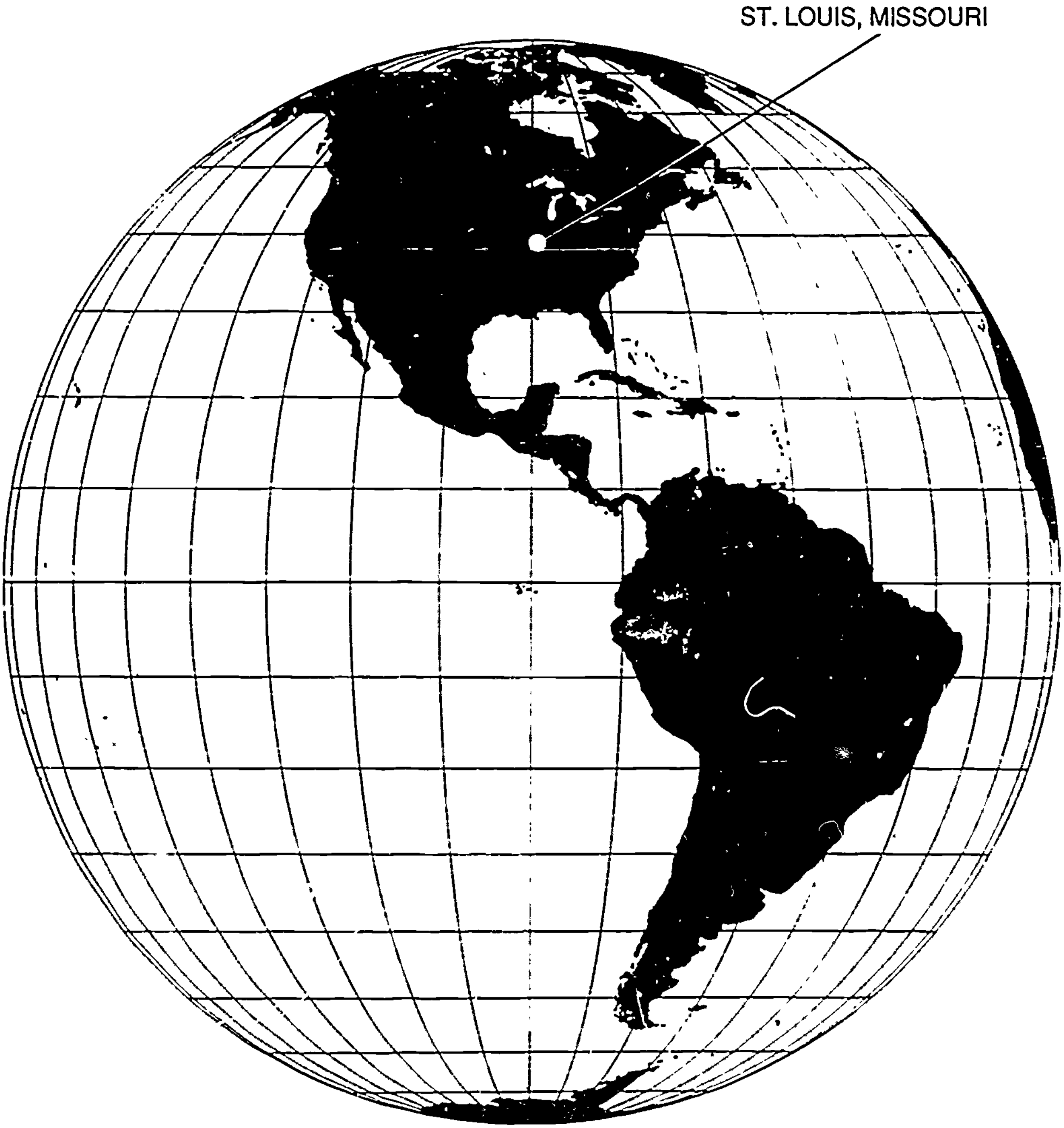
3. What are the relationships among people and places?

4. What are the patterns of movement of people, products, and information?

5. How can the Earth be divided into regions for study?

These themes have been adopted by many schools in the last few years and may be new to many parents. To help focus your awareness of the issues, we will begin each chapter with a brief description of the theme. This description includes examples of questions geographers use as they strive to understand and define the Earth, for geography provides us with a system for asking questions about the Earth.

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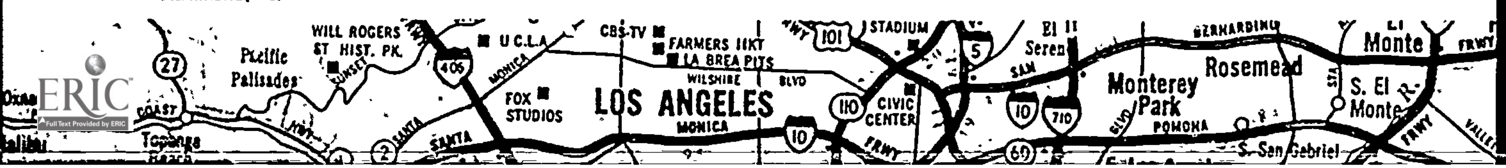
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Location: Position on the Earth's Surface

Look at a map. *Where are places located?* To determine location, geographers use a set of imaginary lines that crisscross the surface of the globe. Lines designating "latitude" tell us how far north or south of the equator a place is. Lines designating "longitude" measure distance east and west of the prime meridian—an imaginary line running betweer the North Pole and the South Pole through Greenwich, England. You can use latitude and longitude as you would a simple grid system on a state highway map. The point where the lines intersect is the "location"—or global address. For example, St. Louis, Missouri, is roughly at 39° (degrees) north latitude and 90° west longitude.

Why are things located in particular places and how do those places influence our lives? Location further describes how one place relates to another. St. Louis is where the Mississippi and the Missouri rivers meet about midway between Minneapolis–St. Paul and New Orleans. It developed as a trading center between east and west, north and south.

Directions

To help young children learn location, make sure they know the color and style of the building in which they live, the name of their town, and their street address. Then, when you talk about other places, they have something of their own with which to compare.

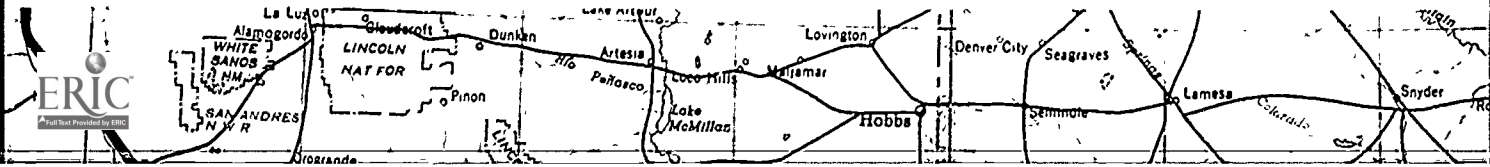
- Children need to understand positional words. Teach children words like "above" and "below" in a natural way when you talk with them or give them directions. When picking up toys to put away, say, "Please put your toy into the basket on the *right*" or, "Put the green washcloth *into* the drawer." Right and left are as much directional terms as north, south, east, and west. Other words that describe such features as color, size, and shape are also important.

- Show your children north, south, east, and west by using your home as a reference point. Perhaps you can see the sun rising in the morning through a bedroom window that faces east and setting at night through the westerly kitchen window.
- Reinforce their knowledge by playing games. Once children have their directional bearings, you can hide an object, for example, then give them directions to its location: "two steps to the north, three steps west. . . ."
- Use pictures from books and magazines to help your children associate words with visual images. A picture of a desert can stimulate conversation about the features of a desert—arid and barren. Work with your children to develop more complex descriptions of different natural and cultural features.

Maps

Put your child's natural curiosity to work. Even small children can learn to read simple maps of their school, neighborhood, and community. Here are some simple map activities you can do with your children.

- Go on a walk and collect natural materials such as acorns and leaves to use for an art project. Map the location where you found those items.
- Create a treasure map for children to find hidden treats in the back yard or inside your home. Treasure maps work especially well for birthday parties.
- Look for your city or town on a map. If you live in a large city or town, you may even be able to find your street. Point out where your relatives or your children's best friends live.
- Find the nearest park, lake, mountain, or other cultural or physical feature on a map. Then, talk about how these features affect your child's life. Living near the ocean may make your climate moderate, prairies may provide an open path for high winds, and mountains may block some weather fronts.
- By looking at a map, your children may learn why



they go to a particular school. Perhaps the next nearest school is on the other side of a park, a busy street, or a large hill. Maps teach us about our surroundings by portraying them in relation to other places.

- Before taking a trip, show your children a map of where you are going and how you plan to get there. Look for other ways you could go, and talk about why you decided to use a particular route. Maybe they can suggest other routes.
- Encourage your children to make their own maps using legends with symbols. Older children can draw a layout of their street, or they can illustrate places or journeys they have read about. Some books, like *Winnie-the-Pooh* and *The Wizard of Oz*, contain fanciful maps. These can be models for children to create and plot their own stories.
- Keep a globe and a map of the United States near the television and use them to locate places talked about on television programs, or to follow the travels of your favorite sports team.

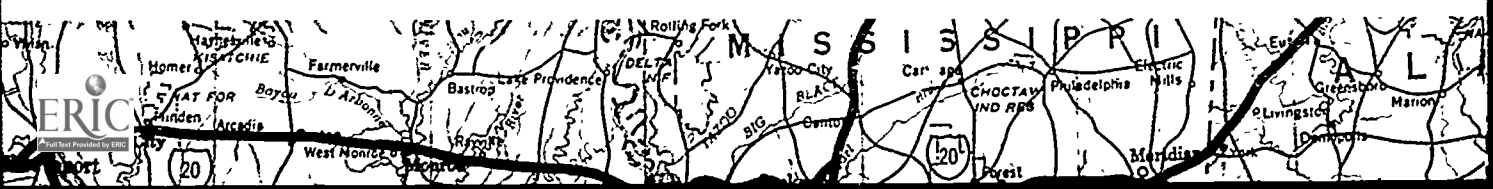
Additional Activities

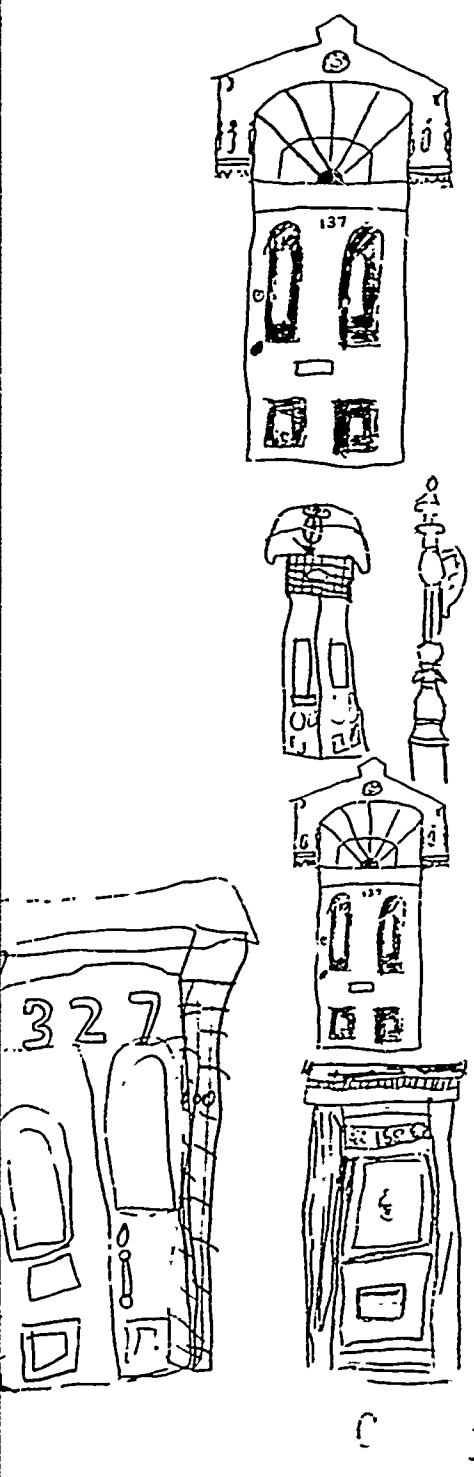
Children use all of their senses to learn about the world. Objects that they can touch, see, smell, taste, and hear help them understand the link between a model and the real thing.

- Put together puzzles of the United States or the world. Through the placement of the puzzle pieces, children gain a tactile and visual sense of where one place is located in relation to others.
- Make a three-dimensional map of your home or neighborhood using milk cartons for buildings. Draw a map of the block on a piece of cardboard, then cut up the cartons (or any other three-dimensional item) and use them to represent buildings. Use bottle tops or smaller boxes to add interest to the map, but try to keep the scale relationships correct.
- Use popular board games like "Game of the States" or "Trip Around the World" to teach your children about location, commerce, transportation, and the relationships

among different countries and areas of the world. Some of these games are available at public libraries.

- Make papier-mâché using strips of old newspaper and a paste made from flour and water. If children form balls by wrapping the strips of papier-mâché around a balloon, they will develop a realistic understanding of the difficulties in making accurate globes. They can also use papier-mâché to make models of hills and valleys.





Place: Physical and Human Characteristics

Every place has a personality. *What makes a place special?* What are the physical and cultural characteristics of your hometown? Is the soil sandy or rocky? Is the temperature warm or is it cold? If it has many characteristics, which are the most distinct?

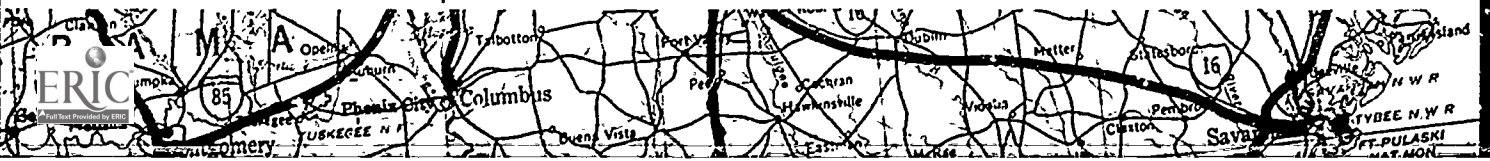
How do these characteristics affect the people living there? People change the character of a place. They speak a particular language, have styles of government and architecture, and form patterns of business. How have people shaped the landscapes?

Investigate Your Neighborhood

- Walk around your neighborhood and look at what makes it unique. Point out differences from and similarities to other places. Can your children distinguish various types of homes and shops? Look at the buildings and talk about their uses. Are there features built to conform with the weather or topography? Do the shapes of some buildings indicate how they were used in the past or how they're used now? These observations help children understand the character of a place.

- Show your children the historical, recreational, or natural points of interest in your town. What animals and plants live in your neighborhood? If you live near a harbor, pay it a visit, and tour a docked boat. You can even look up the shipping schedule in your local newspaper. If you live near a national park, a lake, a river, or a stream, take your children there and spend time talking about its uses.

- Use songs to teach geography. "Home on the Range," "Red River Valley," and "This Land Is Your Land" conjure up images of place. Children enjoy folk songs of different countries like "Sur La Pont D'Avignon," "Guantanamara," and "London Bridge." When your children sing these songs, talk with them about the places they celebrate, locate them on the map, and discuss how the places are described.



Study the Weather

Weather has important geographic implications that affect the character of a place. The amount of sun or rain, heat or cold, the direction and strength of the wind, all determine such things as how people dress, how well crops grow, and the extent to which people will want to live in a particular spot.

- Watch the weather forecast on television or read the weather map in the newspaper. Save the maps for a month or more. You can see changes over time, and compare conditions over several weeks and seasons. Reading the weather map helps children observe changes in the local climate.
- Use a weather map to look up the temperatures of cities around the world and discover how hot each gets in the summer and how cold each gets in the winter. Ask your children if they can think of reasons why different locations have different temperatures. Compare these figures with your town. Some children enjoy finding the place that is the hottest or the coldest.
- Make simple weather-related devices such as barometers, pinwheels, weather vanes, and wind chimes. Watch cloud formations and make weather forecasts. Talk about how these describe the weather in your town.

Learn About Other Cultures

People shape the personality of their areas. The beliefs, languages, and customs distinguish one place from another.

- Make different ethnic foods, take your children to an ethnic restaurant, or treat them to ethnic snacks at a folk festival. Such an experience is an opportunity to talk about why people eat different foods. What ingredients in ethnic dishes are unique to a particular area? For example, why do the Japanese eat so much seafood? (If your children look for Japan on a map they will realize it is a country of many islands.)
- Read stories from or about other countries, and books that describe journeys. Many children's books provide colorful images of different places and a sense of what it

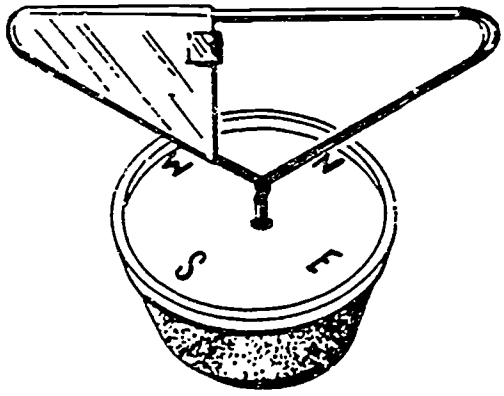
Weather Vane

Materials: wire hanger, small plastic container, aluminum foil, sand or dirt, tape or glue, scissors, crayon.

Directions:

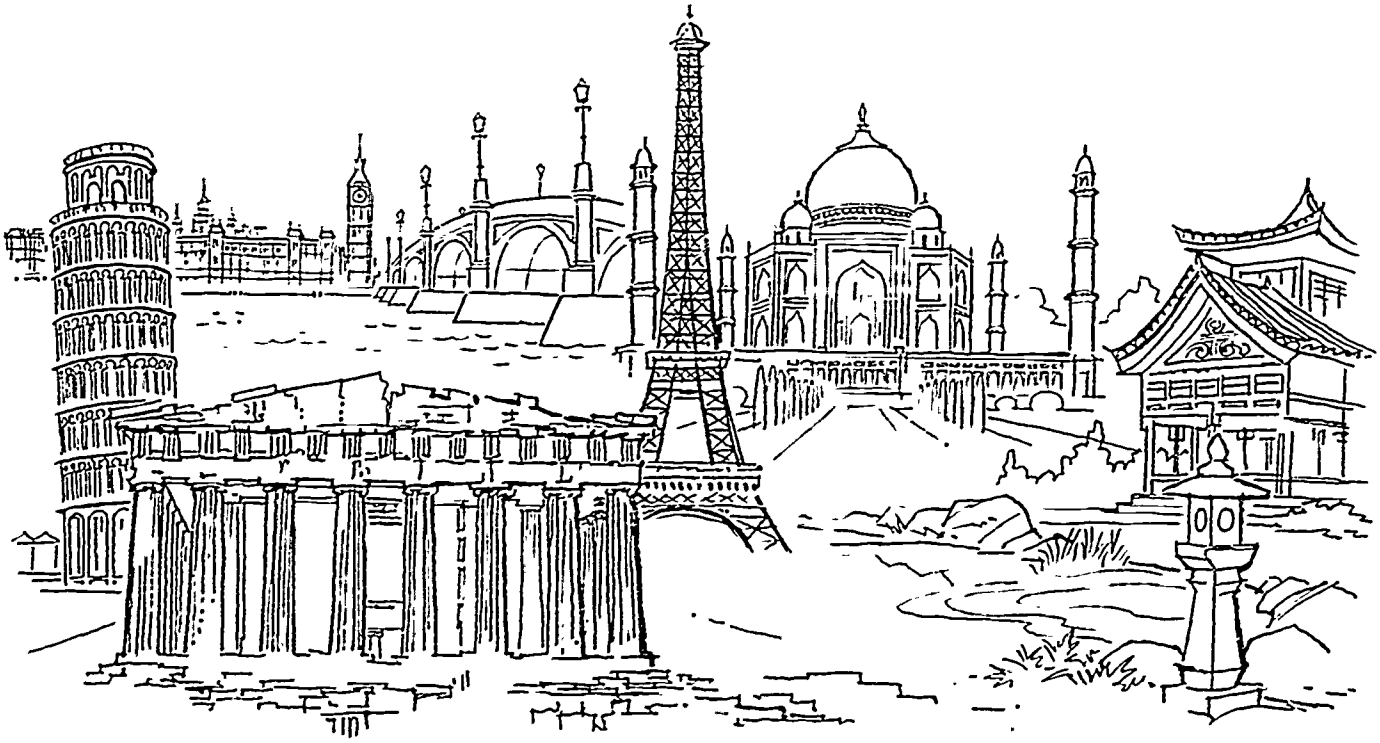
1. Straighten out the hanger's hook and cover half of the triangle part of the hanger with foil. Fold the edges, and tape or glue in place.

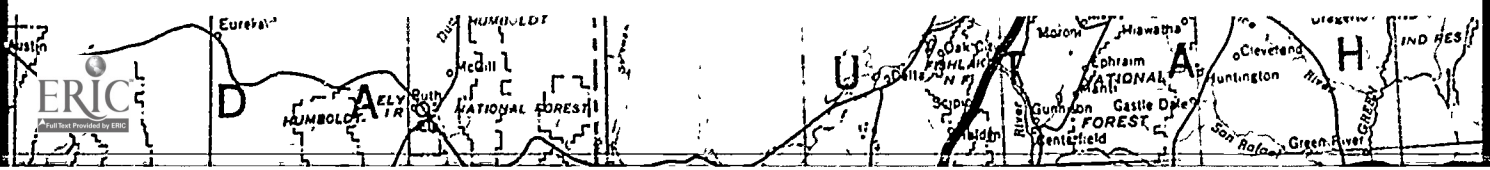
2. Fill the container with sand or loose dirt, put on the lid, and mark it N, S, E, and W. Poke the hanger through the center of the lid. The hanger should touch the bottom of the container and turn freely in the hole.

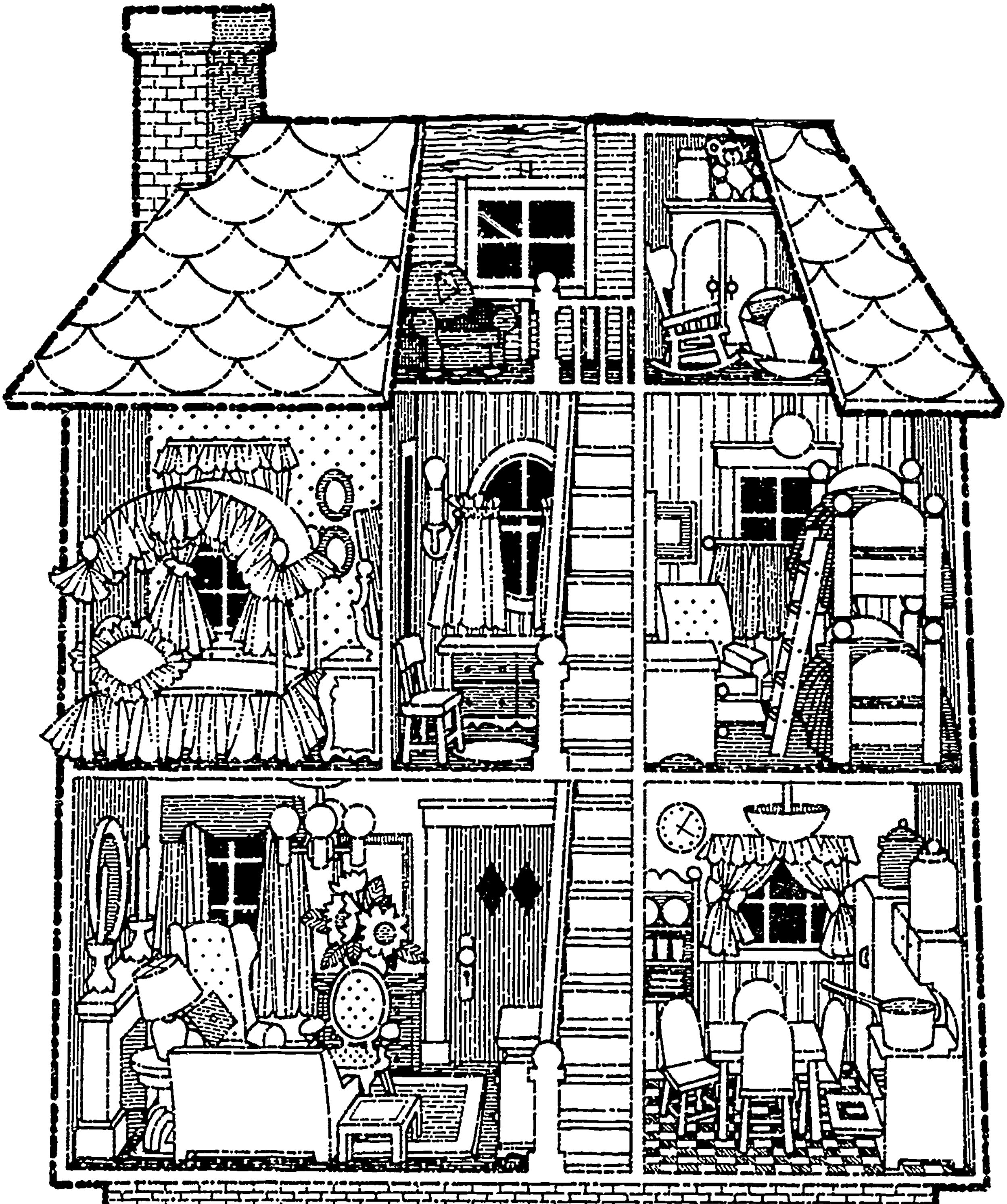


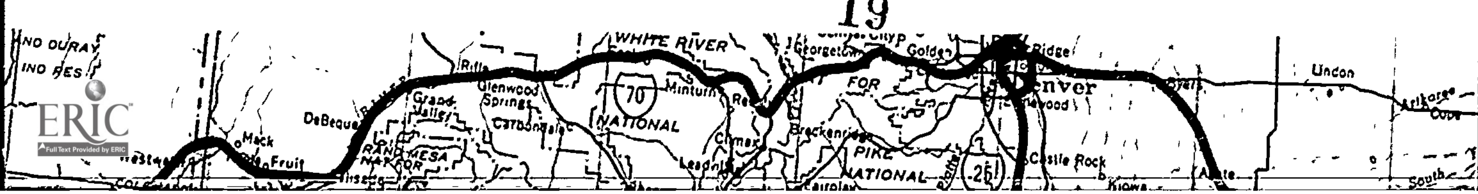
3. Put the container outside with the N facing north. When the wind blows, take a look at your weather vane. The open half of the vane shows the direction from which the wind is coming.

would be like to live in them. Drawings or photographs of distant places or situations can arouse interest in other lands. *The Little House in the Big Woods, Holiday Tales of Sholem Aleichem,* and *The Polar Express* are examples of books with descriptions of place that have transported the imaginations of many young readers. There is a bibliography at the end of this booklet, and your librarian will have more suggestions.





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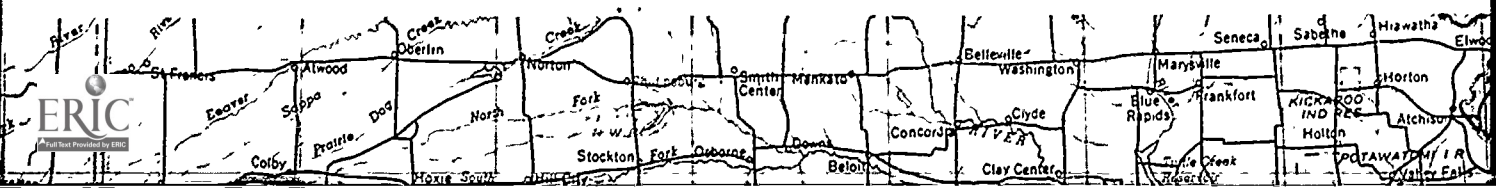
Relationships within Places: Humans and Environments

How do people adjust to their environment? *What are the relationships among people and places?* How do they change it to better suit their needs? Geographers examine where people live, why they settled there, and how they use natural resources. For example, Hudson Bay, the site of the first European settlement in Canada, is an area rich in wildlife and has sustained a trading and fur trapping industry for hundreds of years. Yet the climate there was described by early settlers as "nine months of ice followed by three months of mosquitoes." People can and do adapt to their natural surroundings.

Notice How You Control Your Surroundings

Everyone controls his or her surroundings. Look at the way you arrange furniture in your home. You place the tables and chairs in places that suit the shape of the room and the position of the windows and doors. You also arrange the room according to how people will use it.

- Try different furniture arrangements with your children. If moving real furniture is too strenuous, try working with doll house furniture or paper cutouts. By cutting out paper to represent different pieces of furniture, children can begin to learn the mapmaker's skill in representing the three-dimensional real world.
- Ask your children to consider what the yard might look like if you did not try to change it by mowing grass, raking leaves or planting shrubs or trees. You might add a window box if you don't have a yard. What would happen if you didn't water the plants?
- Walk your children around your neighborhood or a park area and have them clean up litter. How to dispose of waste is a problem with a geographic dimension.
- Take your children to see some examples of how people



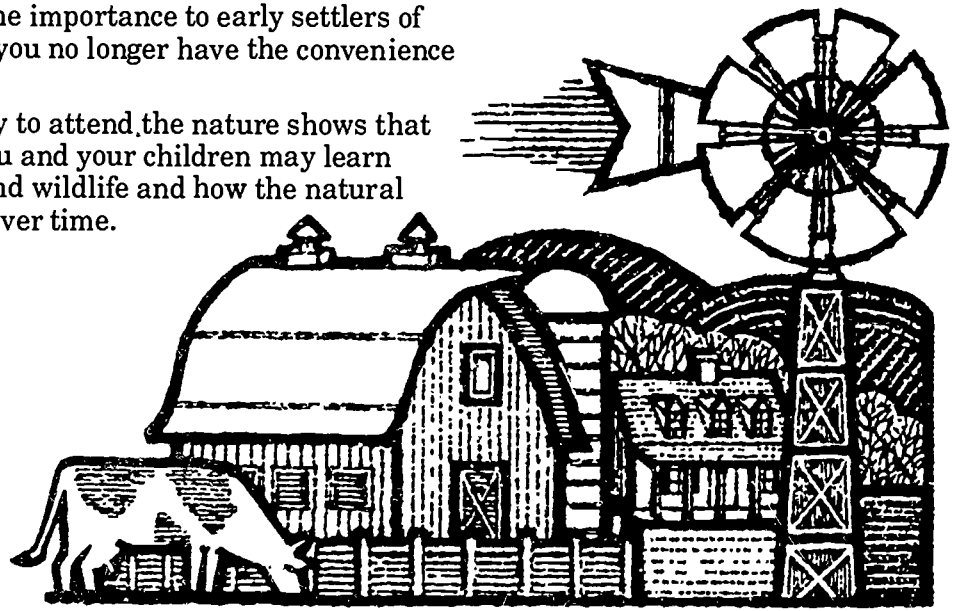
have shaped their environment: bonsai gardens, reservoirs, terracing, or houses built into hills. Be sure to talk with them about how and why these phenomena came to be.

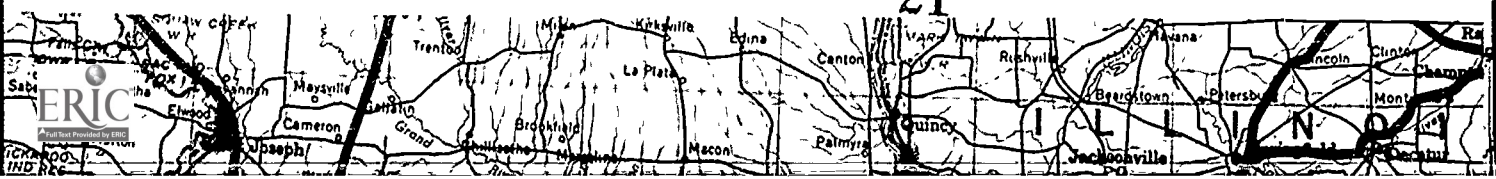
- If you don't live on a farm, try to visit one. Many cities and States maintain farm parks for just this purpose. Call the division of parks in your area to find out where there is one near you. Farmers use soil, water, and sun to grow crops. They use ponds or streams for water, and build fences to keep animals from running away.

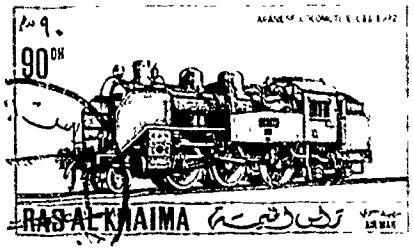
Notice How You Adapt to Your Surroundings

People don't always change their environment. Sometimes they are shaped by it. Often people must build roads *around* mountains. They must build bridges *over* rivers. They construct storm walls to keep the ocean from sweeping over beaches. In some countries, people near coasts build their houses on stilts to protect them from storm tides or periodic floods.

- Go camping. It is easy to understand why we wear long pants and shoes when there are rocks and brambles on the ground, and to realize the importance to early settlers of being near water when you no longer have the convenience of a faucet.
- If you go to a park, try to attend the nature shows that many parks provide. You and your children may learn about the local plants and wildlife and how the natural features have changed over time.







Movement: People Interacting on the Earth

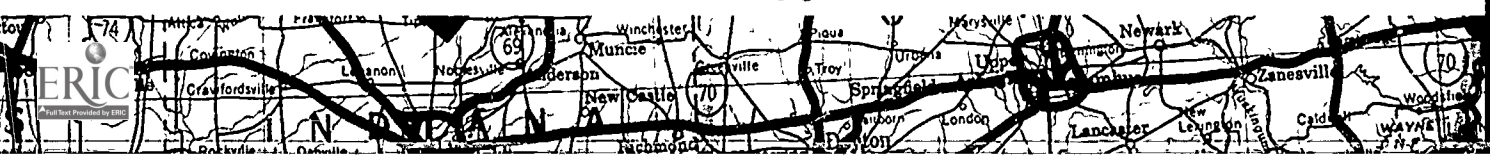
People are scattered unevenly over the Earth. How do they get from one place to another? *What are the patterns of movement of people, products, and information?* Regardless of where we live, we rely upon each other for goods, services, and information. In fact, most people interact with other places almost every day. We depend on other places for the food, clothes, and even items like the pencil and paper our children use in school. We also share information with each other using telephones, newspapers, radio, and television to bridge the distances.

Travel in Different Ways

- Give your children opportunities to travel by car, bus, bicycle, or on foot. Where you can, take other forms of transportation such as airplanes, trains, subways, ferries, barges, and horses and carriages.
- Use a map to look at various routes you can take when you try different methods of transportation.
- Watch travel programs on television.

Follow the Movement of People and Things

- Play the license plate game. How many different States' plates can you identify, and what, if anything, does the license plate tell you about each State? You don't have to be in a car to play. You can look at the license plates of parked cars, or those traveling by when you are walking. Children can keep a record of the States whose plates they have seen. They can color in those States on a map and illustrate them with characteristics described on the license plates. Some States have county names on their plates. If you live in one of these States, keeping track of the counties could be another interesting variation.
- Go around your house and look at where everything



comes from. Examine the labels of the clothes you wear and think of where your food comes from. Why do bananas come from Central America? Why does the milk come from the local dairy? Perhaps your climate is too cold for bananas, and the milk is too perishable to travel far. How did the food get to your house?

- Tell your children where your ancestors came from. Find your family's countries of origin, and chart the birthplaces of relatives on a map. You can plot the routes they followed before they arrived at their present location. Why did they leave their previous home? Where do all your relatives live now?

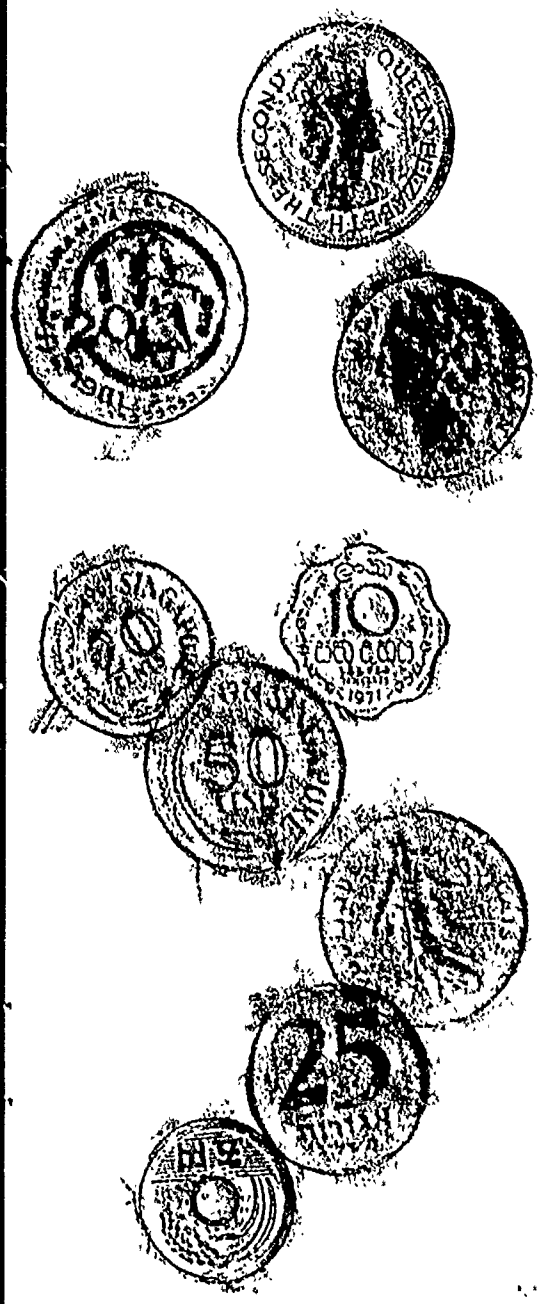
- Have your children ask older relatives what their world was like when they were young. They can ask questions about transportation, heating and refrigeration, the foods they ate, the clothes they wore, and the schools they attended. Look at old pictures. How have things changed since Grandma was a child? Grandparents and great aunts and uncles are usually delighted to share their memories with the younger generation, and they can pass on a wealth of information.

Follow the Movement of Ideas and Information

Ideas come from beyond our immediate surroundings. How do they get to us? Consider communication by telephone and mail, television, radio, telegrams, telefax, and even graffiti, posters, bumper stickers, and promotional buttons. They all convey information from one person or place to another.

- By watching television and listening to the radio, your children will receive ideas from the outside world. Where do the television shows they watch originate? What about radio shows?

- Ask your children how they would communicate with other people. Would they use the phone or write a letter? Encourage them to write letters to relatives and friends. They may be able to get pen pals through school or a pen pal association. (Please see the listing in the back of this booklet.)



Regions: How They Form and Change

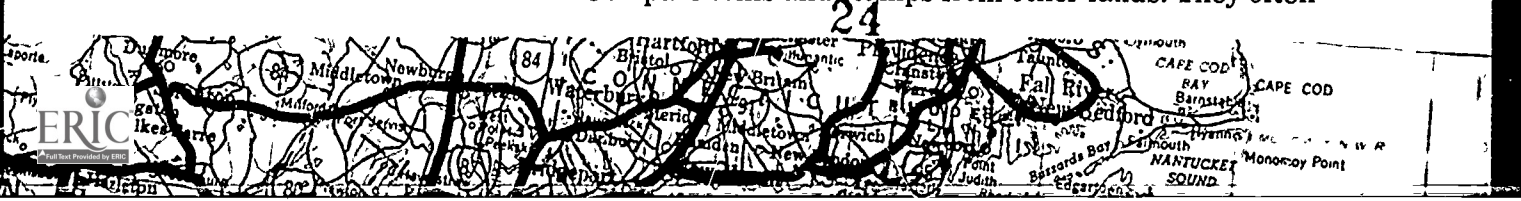
How can places be described or compared? *How can the Earth be divided into regions for study?* Geographers categorize regions in two basic ways—physical and cultural. Physical regions are defined by landform (continents and mountain ranges), climate, soil, and natural vegetation. Cultural regions are distinguished by political, economic, religious, lingu[illegible]ic, agricultural, and industrial characteristics.

Examine Physical Regions

- Help your children understand physical regions by examining areas in your home. Is there an upstairs and a downstairs? Is there an eating area and a sleeping area? Are there other "regions" in your home that can be described?
- Look at the physical regions in your community. Some neighborhoods grew up around hills, others developed on waterfronts or around parks. What physical regions exist in your hometown?

Examine Cultural Regions

- Take your children to visit the different political, residential, recreational, ethnic, and commercial regions of your city.
- Go to plays, movies, and puppet shows about people from different countries. These are often presented at libraries and museums.
- Give children geography lessons by tying in with ethnic holiday themes. Provide children with regional or ethnic clothes to wear. Some museums and libraries provide clothes children can borrow. Holidays provide an opportunity to learn about the customs of people around the world. You can use the library to discover how other people celebrate special days.
- Compare coins and stamps from other lands. They often



contain information about the country. You may be able to find stamps from other countries where you work, or your children may get them from pen pals. Stamps tell many different kinds of things about a country, from its political leadership to native bird life.

- Learn simple words in different languages. Teach your children to count to 10 in other languages. They can also learn simple words like "hello," "goodbye," and "thank you." Look at the different alphabets or script from various regions. All these activities expose children to the abundance of the Earth's cultural treasures. Many libraries have language tapes and books, some especially for children.
- If you have friends who are from different countries or have either travelled or lived abroad, invite them over to talk with your children. If they have pictures, so much the better. What languages do they speak? How are their customs or dress similar to or different from yours?

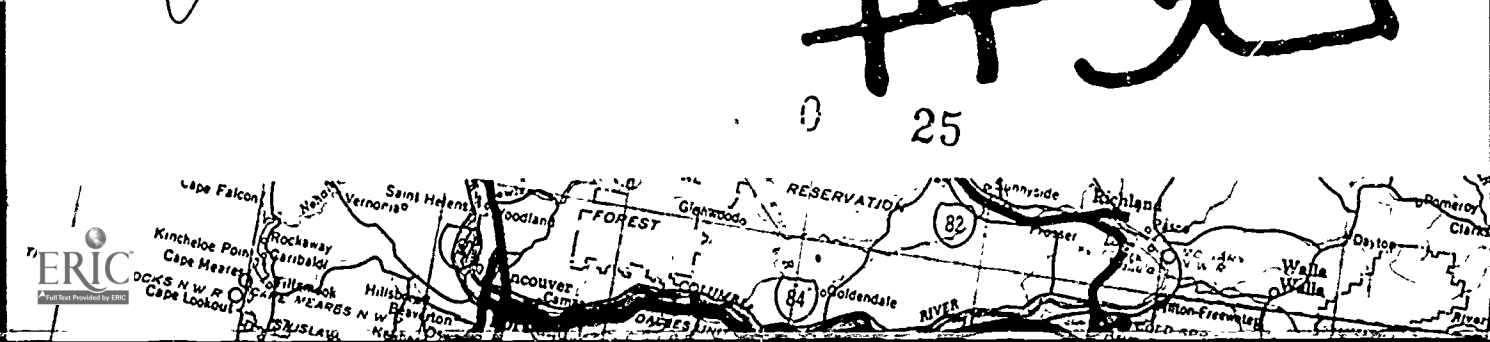
ALOHA

Au revoir

ADJÖ ciao HEJ

adios

再見



Conclusion

Geography is a way of thinking, of asking questions, of observing and appreciating the world around us. You can help your children learn by providing interesting activities for them, and by prompting them to ask questions about their surroundings.

Set a good example, and help your children build precise mental images, by always using correct terms. Say, "We are going north to New York to visit Grandma, or west to Dallas to see Uncle John," rather than "up to New York" or "down to Dallas." Use words such as highway, desert, river, climate, and glacier; and explain concepts like city, State, and continent.

Many of the words used in geography are everyday words. But, like any other field of learning, geography has a language of its own. (A glossary of basic geography terms appears in the back of this booklet.)

Expose children to lots of maps and let them see you using them. Get a good atlas as well as a dictionary. Atlases help us ask, and answer, questions about places and their relationships with other areas. Many States have atlases that are generally available through an agency of the state government.

The activities suggested in this booklet are only a few examples of the many ways that children learn geography. These activities are designed to help parents find ways to include geographic thinking in their children's early experiences. We hope they will stimulate your thinking and that you will develop many more activities on your own.

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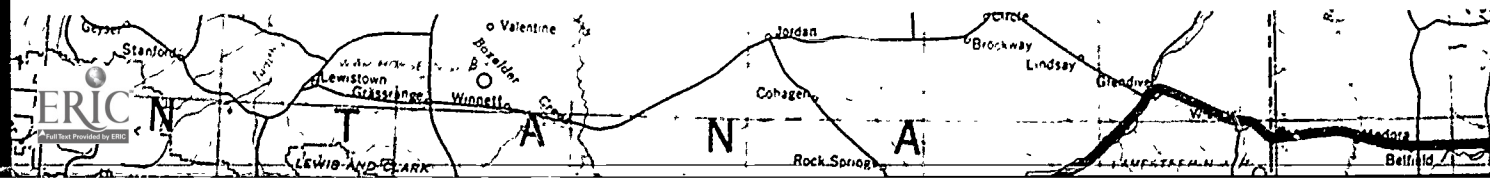


Glossary

altitude
Distance above sea level.

atlas
A bound collection of maps.

archipelago
A group of islands or a sea studded with islands.

bay
A wide area of water extending into land from a sea or lake.

boundaries
Lines indicating the limits of countries, States, or other political jurisdictions.

canal
A man-made watercourse designed to carry goods or water.

canyon
A large but narrow gorge with steep sides.

cape (or point)
A piece of land extending into water.

cartographer
A person who draws or makes maps or charts.

continent
One of the large, continuous areas of the Earth into which the land surface is divided.

degree
A unit of angular measure. A circle is divided into 360 degrees, represented by the symbol °. Degrees, when applied to the roughly spherical shape of the Earth for geographic and cartographic purposes, are each divided into 60 minutes, represented by the symbol ′.

delta
The fan-shaped area at the mouth, or lower end, of a river formed by eroded material that has been carried downstream and dropped in quantities larger than can be carried off by tides or currents.

desert
A land area so dry that little or no plant life can survive.

elevation
The altitude of an object, such as a celestial body, above the horizon; or the raising of a portion of the Earth's crust relative to its surroundings, as in a mountain range.

equator
An imaginary circle around the Earth halfway between the North Pole and the South Pole; the largest circumference of the Earth.

glacier
A large body of ice that moves slowly down a mountainside from highlands toward sea level.

gulf
A large arm of an ocean or sea extending into a land mass.

hemisphere
Half of the Earth, usually conceived as resulting from the division of the globe into two equal parts, north and south or east and west.

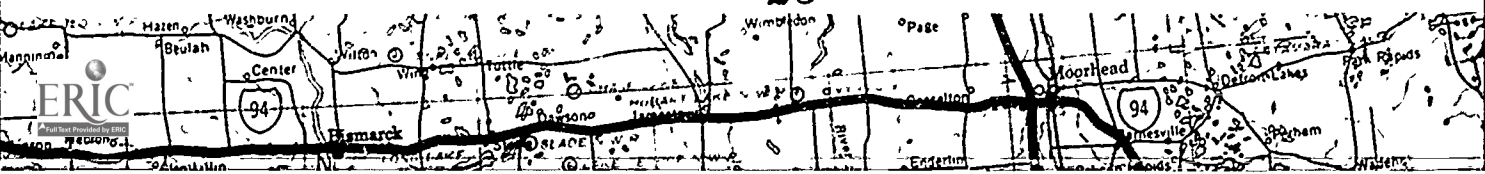
ice shelf
A thick mass of ice extending from a polar shore. The seaward edge is afloat and sometimes extends hundreds of miles out to sea.

international date line
An imaginary line of longitude generally 180° east or west of the prime meridian. The date becomes one day earlier to the east of the line.

island
An area of land, smaller than a continent, completely surrounded by water.

isthmus
A narrow strip of land located between two bodies of water, connecting two larger land areas.

lagoon
A shallow area of water separated from the ocean by a sandbank or by a strip of low land.



lake
A body of fresh or salt water entirely surrounded by land.

latitude
The angular distance north or south of the equator, measured in degrees.

legend
A listing which contains symbols and other information about a map.

longitude
The angular distance east or west of the prime meridian, measured in degrees.

mountain
A high point of land rising steeply above its surroundings.

oasis
A spot in a desert made fertile by water.

ocean
The salt water surrounding the great land masses, and divided by the land masses into several distinct portions, each of which is called an ocean.

peak
The highest point of a mountain.

peninsula
A piece of land extending into the sea almost surrounded by water.

plain
A large area of land, either level or gently rolling, usually at low elevation.

plateau (or tableland)
An elevated area of mostly level land, sometimes containing deep canyons.

physical feature
A land shape formed by nature.

population
The number of people inhabiting a place.

prime meridian
An imaginary line running from north to south through Greenwich, England, used as the reference point for longitude.

range (or mountain range)
A group or chain of high elevations.

reef
A chain of rocks, often coral, lying near the water surface.

reservoir
A man-made lake where water is kept for future use.

river
A stream, larger than a creek, generally flowing to another stream, a lake, or to the ocean.

scale
The relationship of the length between two points as shown on a map and the distance between the same two points on the Earth.

sea level
The ocean surface; the mean level between high and low tides.

strait
A narrow body of water connecting two larger bodies of water.

swamp
A tract of permanently saturated low land, usually overgrown with vegetation. (A marsh is temporarily or periodically saturated.)

topography
The physical features of a place; or the study and depiction of physical features, including terrain relief.

valley
A relatively long, narrow land area lying between two areas of higher elevation, often containing a stream.

volcano
A vent in the Earth's crust caused by molten rock coming to the surface and being ejected, sometimes violently.

waterfall
A sudden drop of a stream from a high level to a much lower level.

Glossary, in part, courtesy of Hammond, Incorporated

Free or Inexpensive Materials

Maps

The following places often provide free maps, although you will probably have to go in person or send a self-addressed stamped envelope in order to receive one:

- State tourist agencies and local chambers of commerce publish walking tour maps or guidebooks to area attractions.
- Local government offices, especially those dealing with public transportation, often provide free road maps.
- Car rental companies.

The Federal Government has hundreds of maps available. For a comprehensive listing, contact the Government Printing Office (GPO) bookstore in your area or the Superintendent of Documents, Government Printing Office, Washington, DC 20402. The GPO handles the printing and sales of items produced by government agencies. Some examples of what you might find there, or directly through the developing agency, include:

- *Schematic maps* with historical data and park activities of the areas under the care of the U.S.National Park Service. Contact the particular site, or write to the Department of the Interior, U.S. National Park Service, P.O. Box 7427, Washington, DC 20013–7127.
- *Maps from the U.S. Geological Survey,* the civilian mapmaking agency of the United States Government, covering a range of areas including National Wildlife Refuges to LANDSAT pictures of the Earth. For a catalog, write to the Earth Science Information Center, U.S. Geological Survey, 507 National Center, Reston, VA 22092.
- *A map of the United States* showing the U.S. Wildlife Refuges. Write to the U.S. Fish and Wildlife Service, Division of Refuge, 18th and C Streets NW, Washington, DC 20204.
- *Maps of water recreation areas,* from the Army Corps of Engineers. Write to Department of the Army, Corps of Engineers, 2803 52nd Avenue, Hyattsville, MD 20781–1102.
- A wide selection of material is available from the National Aeronautics and Space Administration (NASA), 400 Maryland Avenue SW, Washington, DC 20546. Of particular interest are *NASA Facts—Planet Earth Through the Eyes of LANDSAT 4* and *Earth System Science.* For a full list, ask for a copy of *NASA Educational Publications.*

Another source is *The Map Catalog* (Joel Makower, editor, and Laura Bergheim, associate editor), published in 1986 by Vintage Books of Random House. It is probably at your public library.

Magazines

Look for these magazines in your school or library:

- *Discover* produced by Family Media, Incorporated;
- *World* , published by the National Geographic Society; and
- *Ranger Rick* and *Your Big Backyard*, published by the National Wildlife Federation.

Pen Pal Organizations

League of Friendship
P.O. Box 509
Mt. Vernon, OH 43050
(614)392–3166

Books

Easy Reading and Picture Books:

Anderson, Lonzo. *Day the Hurricane Happened.* Story of what a family does when a hurricane rips through their island.

Bach, Alice. *Most Delicious Camping Trip Ever.* Exploits of twin bears on a camping trip.

Balet, Jan. *Fence, A Mexican Tale.* Illustrations help tell the story of two Mexican families.

Beskow, Elsa. *Children of the Forest.* A family of Tomten (small forest people) work and play through the four seasons in their Nordic home.

Brenner, Barbara. *Barto Takes the Subway.* Barto lives in New York City. He and his sister take a trip on the subway.

Brenner, Barbara. *Wagon Wheels.* Three young black brothers follow a map to their father's homestead on the Western plains.

Brinckloe, Julie. *Gordon Goes Camping.* When Gordon decides to go camping, his friend Marvin tells him of all the things he will need for the trip.

Buck, Pearl S. *Chinese Children Next Door.* A mother who had spent her childhood in China tells her children about her neighbors there.

Burningham, John. *Seasons.* A series of pictures that define the four seasons.

Burton, Virginia Lee. *Little House.* A country house is unhappy when the city with all its houses and traffic grows up around it.

Chonz, Selina. *Bell for Ursli.* A boy who lives in a tiny village in the mountains of Switzerland has an adventure when the spring festival comes.

Cooney, Barbara. *Miss Rumphius.* One woman's personal odyssey through life to fulfill her grandfather's wish that she make the world more beautiful.

Devlin, Wende and Harry. *Cranberry Thanksgiving; Cranberry Christmas; Cranberry Mystery.* A series of mystery-adventure tales set on the cranberry bog shore of Cape Cod.

Dobrin, Arnold. *Josephine's Imagination; A Tale of Haiti.* Story of a young girl and her adventures in the Haitian market.

Eiseman, Alberta. *Candido.* Paco, a Peruvian boy, loves his pet llama but knows that he must find a way to train the animal to work as other llamas do.

Ets, Marie Hall. *Gilberto and the Wind.* A very little boy from Mexico finds that the wind is his playmate.

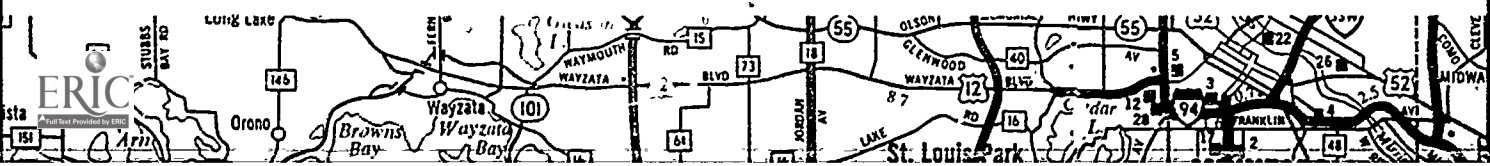
Feelings, Muriel L. *Jambo Means Hello.* A Swahili alphabet book.

Frasconi, Antonio. *See and Say, Guarda e Parla, Mira y Habla, Regard et Parle.* A picture book that gives words from four languages and prints each in a special color. Has a page of everyday expressions as well.

Garelic, May. *Down to the Beach.* Boats, birds, shells, sand, waves, tides and all the fun and wonder of the beach are pictured in simple, rhythmic prose and beautiful watercolors.

Goble, Paul *The Gift of the Sacred Dog.* and *The Girl Who Loved Wild Horses.* These stories, accompanied by beautiful pictures, are based on legends of the Native Americans.

Green, Norma B. *Hole in the Dike.* Retells the familiar story of the young Dutch boy



whose resourcefulness, courage and finger save his country from being destroyed by the sea.

Hader, Berta. *Reindeer Trail.* The generous Laplanders bring their herds of reindeer all the way from Lapland to Alaska to help hungry Eskimos.

Hoban, Tana. *Over, Under & Through, and Other Spatial Concepts.* A picture book on spatial concepts.

Holling, Holling C. *Paddle-to-the-Sea.* Describes the journey of a toy canoe from the Great Lakes to the Atlantic Ocean.

Kessler, Ethel. *Big Red Bus.* An illustrated bus ride for the very beginning reader.

Krasilovsky, Phyllis. *The First Tulips in Holland.* Beautiful drawings about spring in Holland.

Kraus, Robert. *Gondolier of Venice.* The city of Venice is sinking into the sea, but Gregory, a proud gondolier, gets a clever and unusual idea to help the old city.

Lamont, Bette. *Island Time.* A parent and child board the ferry that takes them to their very special island on Puget Sound.

Lisowski, Gabriel. *How Tevye Became a Milkman.* Short tale, with illustrations of the Ukrainian countryside, based on the character also depicted in Fiddler on the Roof.

McCloskey, Robert. *Blueberries for Sal. Make Way for Ducklings. One Morning in Maine.* Favorites from an award winning children's book author. Each describes a special journey and the difficulties in getting from one place to another.

Mizumura, Kazue. *If I Built a Village.* An idealistic picture of what a village, town and city can be ends with a small boy building with blocks.

Morrow, Suzanne Stark. *Inatuk's Friend.* Story of an Eskimo child who must move from one place to another.

Musgrove, Margaret. *Ashanti to Zulu: African Traditions.* Read and observe 26 African tribes from A to Z.

Peterson, Hans. *Big Snowstorm.* Illustrations and text picture events on a Swedish farm during a raging, January blizzard.

Rockwell, Anne. *Thruway.* As a small boy rides along a thruway with his mother, he tells of all the things he sees.

Shortall, Leonard. *Peter in Grand Central Station.* Peter takes his first trip alone, but when he gets to New York, his uncle is not there to meet him.

Skorpen, Liesel Moak. *We Were Tired of Living in a House.* Four small children pack their bags and leave home to find a new and better house.

Spier, Peter. *People.* Explores the enormous diversity of the world's population. Looks at various cultures, homes, foods, games, clothing, faces, and religions.

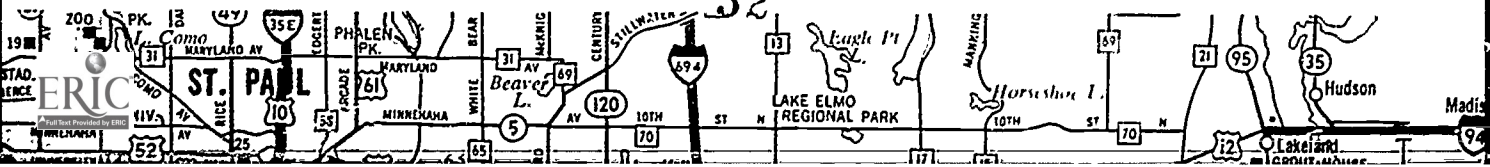
Van Woerkom, Dorothy. *Abu Ali: Three Tales of the Middle East.* Abu Ali is fooled by his friends, tricks them in turn and even fools himself in three humorous stories of trickery based on folklore of the Middle East.

Books to Read Aloud or for Better Readers:

Brink, Carol Ryrie. *Caddie Woodlawn.* These stories convey the flavor of pioneer life through the eyes of a little girl who lived in Wisconsin a century ago.

Bulla, Clyde Robert. *A Lion to Guard Us.* This is a story of the founding fathers of the Jamestown colony and the families they left behind in England.

DeJong, Meindert. *Wheel on the School.* Children of Shora, a Netherlands village,



are determined to bring storks back to their town.

Dodge, Mary Mapes. *Hans Brinker, or The Silver Skates.* Poor Dutch children long to compete in a skating contest.

DuBois, William Pene. *The Twenty-one Balloons.* In the fall of 1883, Professor William Waterbury Sherman sets forth from San Francisco on a balloon expedition around the world.

Hansen, Judith. *Seashells in My Pocket: A Child's Guide to Exploring the Atlantic Coast from Maine to North Carolina.* A look at seashells on Atlantic Coast beaches.

Henry, Marguerite. *Misty of Chincoteague.* A story of the wild ponies that live on an island off the eastern shore of Virginia, and of one freedom-loving pony.

Kelly, Eric. *The Trumpeter of Krakow.* Mystery story centering around an attack on the ancient city of Krakow in medieval Poland.

Milne. A.A. *The House at Pooh Corner; Winnie-the-Pooh.* Christopher Robin and his friends have adventures and tell stories.

Mowat, Farley. *Owls in the Family.* This is a story of the author's boyhood on the Saskatchewan prairie, raising dogs, gophers, rats, snakes, pigeons, and owls.

McNulty, Faith. *Hurricane.* This is a nature story that takes place when a family struggles against a hurricane.

Spyri, Johanna. *Heidi.* Story of a young girl who goes to live with her grandfather in the Swiss Alps. She is then taken by her aunt to live in the city and struggles to return to her grandfather.

Steig, William. *Abel's Island.* A mouse lives for a year in the wilderness until his wit and courage take him back home.

Wilder, Laura Ingalls. *The Little House series.* Documents the life of the author and her husband a century ago.

Wyss, Johann. *Swiss Family Robinson.* The adventures of a Swiss family shipwrecked on a desert island.

Atlases and other reference guides for young people:

Big Blue Marble Atlas. Paula Brown and Robert Garrison. Ideals Publishing group. Milwaukee. 1988.

Discovering Maps: A Young Person's Atlas. Hammond Incorporated. Maplewood, N.J. 1989.

Doubleday Children's Atlas. Jane Oliver, editor. Doubleday. New York. 1987.

Facts on File Children's Atlas. David and Jill Wright. Facts on File Publications. New York. 1987.

Life Through the Ages. Giovanni Caselli. Grossett and Dunlop. New York. 1987.

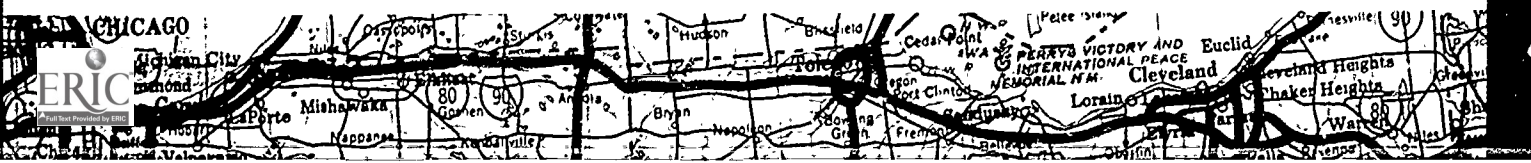
Picture Atlas of Our World National Geographic Society. Washington, D.C. 1979.

Picture Encyclopedia of the World for Children. Bryon Williams and Lynn Williamson. Simon and Schuster. New York. 1984.

Rand McNally Children's Atlas of the World. Bruce Ogilvie. Rand McNally and Co., Inc. Chicago. 1985.

Rand McNally Student's World Atlas. Rand McNally and Co. Chicago. 1988.

Usborne Book of World Geography. Jenny Tyler, Lisa Watts, Carol Bowyer, Roma Trundle and Annabel Warrender. Usborne Publishing, Ltd. London. 1984.



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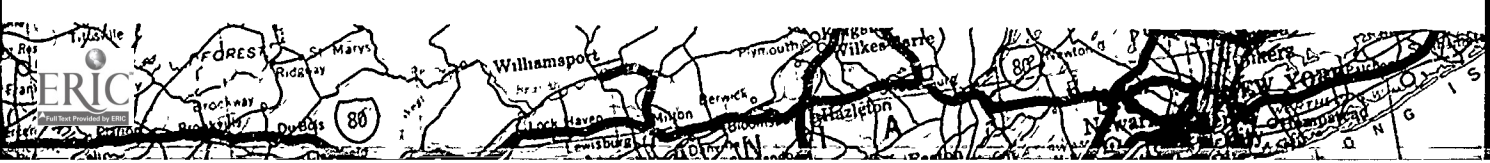
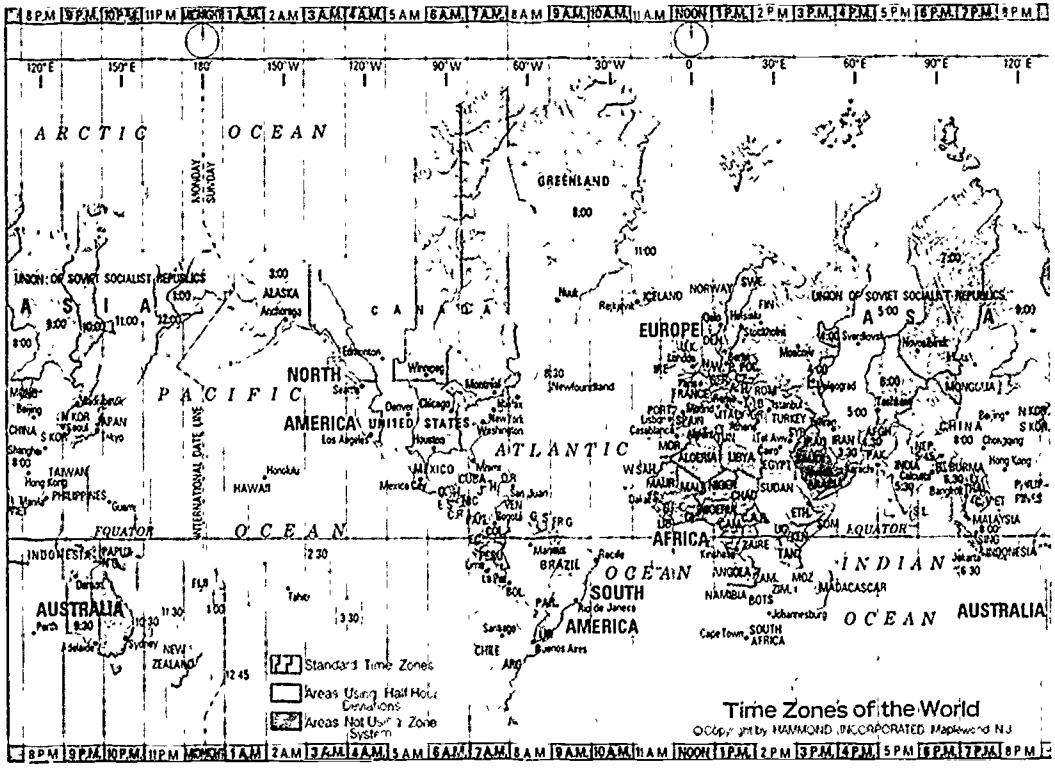
City maps, time zone map, and mileage chart courtesy of Hammond Incorporated, Maplewood, NJ.

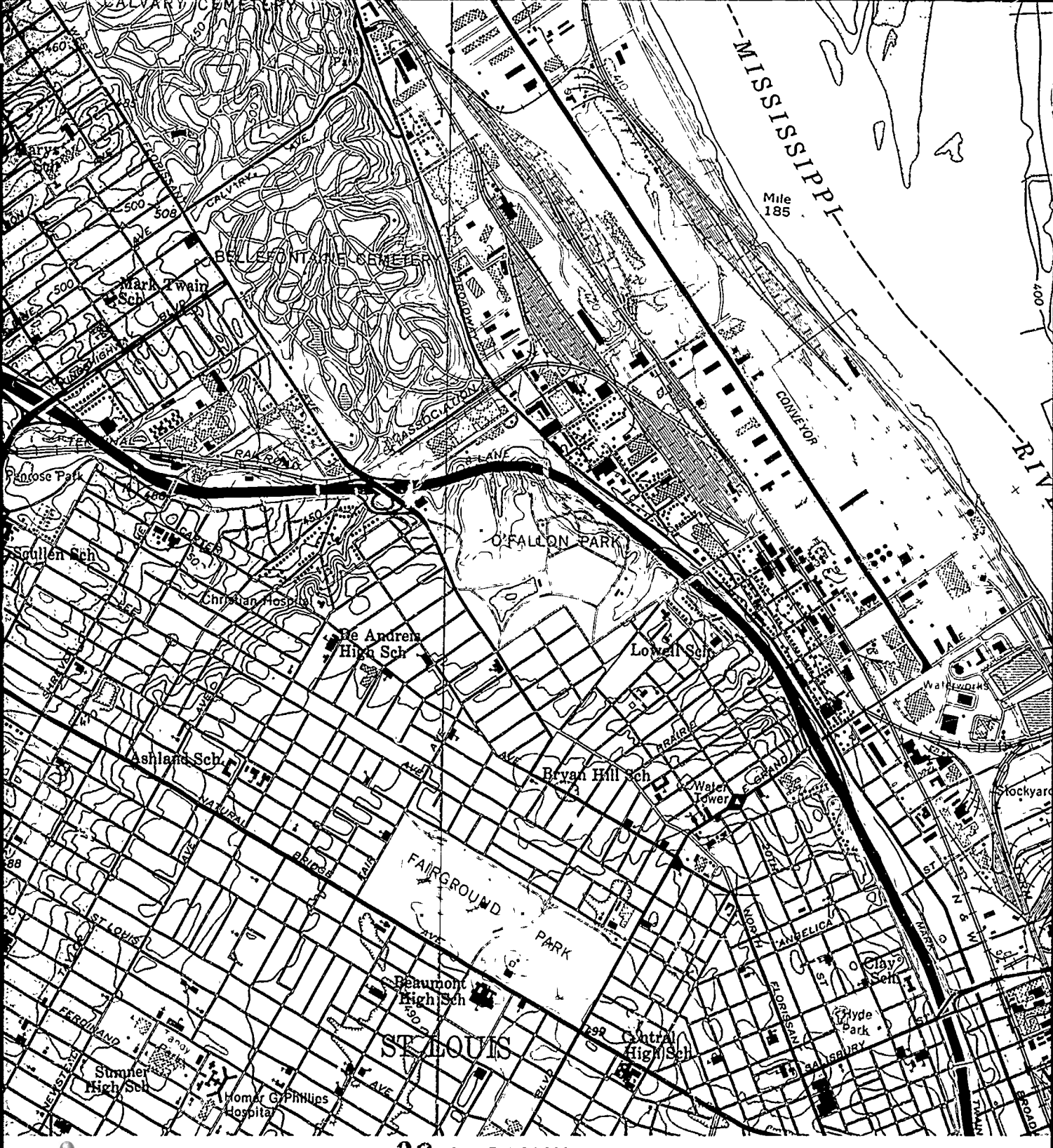


Mileage Table

HIGHWAY DISTANCES BETWEEN MAJOR CITIES

	Atlanta	Birmingham	Boston	Buffalo	Chicago	Cincinnati	Cleveland	Dallas	Denver	Detroit	Houston	Kansas City, Mo.	Los Angeles	Mexico City	Miami	Minneapolis	Montreal	Nashville	New Orleans	New York City	Oklahoma City	Philadelphia	Phoenix	Pittsburgh	Portland, Ore.	St. Louis	Salt Lake City	San Francisco	Seattle	Washington, D.C.
Atlanta		152	1068	877	695	461	686	805	1401	726	814	810	2197	1775	665	1105	1230	256	493	855	885	766	1810	697	2736	558	1900	2523	2756	630
Birmingham	152		1185	902	836	476	716	653	1282	741	662	706	2056	1623	765	1066	1289	205	551	974	722	884	1658	742	2599	478	1781	2393	2575	746
Boston	1068	1185		449	975	876	632	1819	1989	699	1916	1456	3052	2877	1539	1385	324	1165	1536	216	1701	304	2682	598	3114	1178	2405	3163	3036	437
Buffalo	877	902	449		529	430	186	1373	1543	252	1470	1010	2586	2431	1431	939	393	719	1253	445	1250	365	2236	217	2660	882	1958	2716	2590	359
Chicago	695	656	975	529		295	343	936	1016	275	1085	499	2095	2046	1377	412	848	451	929	843	797	762	1722	461	2157	291	1431	2189	2063	687
Cincinnati	461	476	876	439	295		244	943	1169	265	1040	590	2186	2001	1133	705	820	290	820	659	880	578	1816	284	2421	338	1644	2402	2356	492
Cleveland	686	716	632	186	343	244		1187	1357	187	1284	824	2420	2245	1322	753	576	533	1063	507	1062	426	2050	125	2460	546	1772	2530	2404	351
Dallas	805	653	1819	1373	936	943	1187		784	1188	242	499	1403	1188	1327	958	1763	686	498	1607	209	1526	1805	1232	2064	845	1241	1806	2112	1372
Denver	894	1282	1982	1543	1016	1169	1357	784		1284	1926	604	1134	2001	2100	641	1862	1158	1282	1851	628	1770	818	1482	1278	856	512	1270	1347	1656
Detroit	729	741	699	252	275	265	187	1188	1284		1337	751	2347	2296	1387	685	573	555	1085	667	1043	586	1977	285	2394	543	1700	2458	2236	511
Houston	814	862	1916	1470	1085	1040	1284	242	946	1337		741	1553	961	1242	1198	1650	783	359	1636	455	1548	1153	1319	2295	794	1431	1955	2302	1419
Kansas City, Mo	819	706	1458	1019	499	590	824	499	213	751	741		1596	1687	1491	457	1324	554	821	1319	354	1238	1726	937	1866	252	1418	1874	1872	1848
Los Angeles	2197	2056	3052	2606	2095	2186	2420	1403	1801	2347	1553	1596		2020	2737	1940	2920	2058	1901	2915	1358	2721	398	2533	988	1848	734	403	1145	2644
Mexico City	1800	1648	2902	2456	2071	2026	2270	1149	1852	2337	988	1647	2017		2177	2104	2846	1789	1345	2822	1555	2532	1625	2305	3329	1794	2100	2419	2948	2396
Miami	665	765	1542	1418	1360	1126	1303	1309	1559	1347	1216	1470	2712	2177		1770	1705	921	875	1330	1537	1241	2314	1216	3337	1223	2545	3075	3421	1105
Minneapolis	1105	1068	1385	939	412	705	753	956	252	685	1198	457	1940	2144	1771		1258	861	1241	1253	791	1122	1630	871	1750	548	1239	1997	1841	1097
Montreal	1230	1289	324	353	848	820	576	1763	1184	573	1860	1324	2920	2821	1403	1258		1109	1640	388	1638	457	2550	611	2891	1116	2273	3031	2697	600
Nashville	258	205	1185	719	451	290	533	686	838	555	783	554	2058	1744	969	861	1109		530	949	676	868	1725	559	2436	302	1679	2410	2512	686
New Orleans	493	351	1535	1253	925	820	1063	498	989	1635	359	821	1901	1320	878	1241	1640	530		1325	704	1235	1503	1093	2558	895	1739	2303	2610	1099
New York City	855	974	216	445	843	659	507	1697	1773	667	1639	1319	2915	2597	1327	1253	388	649	1325		1486	92	2459	386	2932	966	2287	3025	2904	225
Oklahoma City	845	726	1684	1308	797	844	1052	215	560	1049	457	347	1357	1403	1518	813	1671	738	678	1472		1391	987	1097	1941	506	1168	1678	1962	1307
Philadelphia	766	884	304	355	782	578	426	1526	1892	586	1546	1238	2721	2507	1238	1172	467	868	1235	92	1406		2484	305	2872	885	2186	2944	2823	136
Phoenix	1810	1658	2682	2236	1722	1815	2050	1005	1430	1977	1155	1226	398	1680	2388	1630	2550	1725	1503	2459	993	2484		2163	1315	1478	653	800	1541	2274
Pittsburgh	697	742	698	217	461	284	129	1232	804	285	1319	937	2533	2280	1237	871	611	559	1093	386	1117	305	1368		2577	591	1890	2648	2522	230
Portland, Ore	2654	2552	3085	2639	2112	2405	2453	2043	1819	2385	2233	1846	970	2990	3414	1690	2746	2398	2541	2953	1941	2872	1476	2571		2096	802	652	175	2787
St. Louis	558	478	1178	802	291	338	548	645	336	543	784	252	1848	1755	1222	546	1116	302	695	966	496	885	653	581	2123		1368	2126	2109	801
Salt Lake City	1900	1781	2405	1958	1431	1644	1772	1241	1094	1700	1431	1116	734	2480	2603	1239	2273	1670	1739	2267	1115	2186	800	1890	762	1368		759	871	2111
San Francisco	2523	2393	3163	2716	2189	2492	2530	1896	1852	2458	1955	1874	403	2423	3183	1997	3031	2410	2383	3025	1674	2944	1541	2648	643	2126	759		827	2569
Seattle	2756	2575	3056	2590	2063	2356	2404	2112	1773	2336	2302	1822	1145	3165	3451	1641	2697	2512	2610	2904	2063	2823	1541	2522	172	2109	871	827		2748
Washington, D.C.	630	748	437	359	687	492	351	1372	1018	511	1410	1048	2644	2371	1105	1097	600	686	1999	225	1344	136	2274	230	2809	801	2111	2869	2748	





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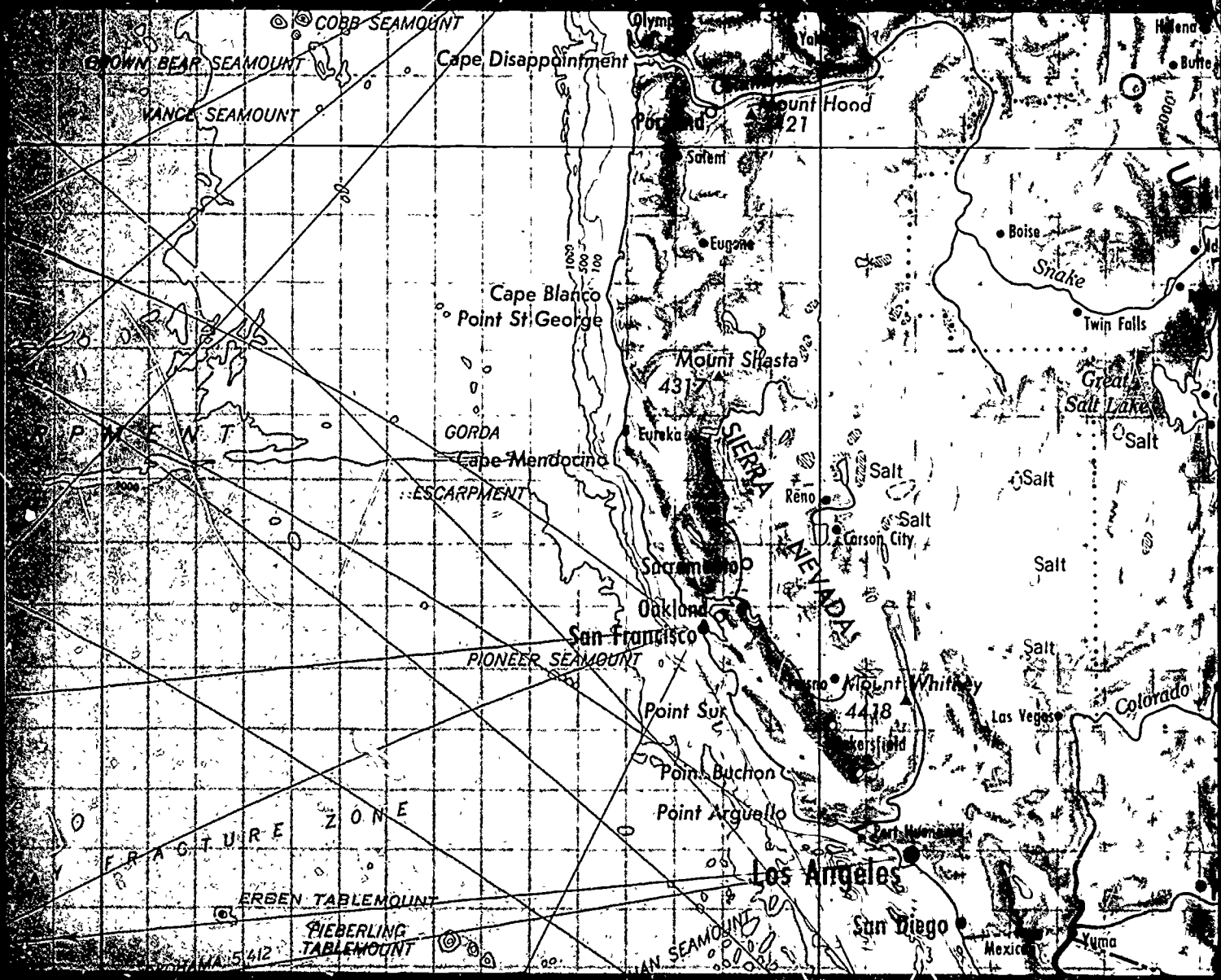
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GORDA
ESCARPMENT
Eureka
Cape Mendocino
SIERRA NEVADA
Reno
Carson City
Oakland
San Francisco
PIONEER SEAMOUNT
Point Sur
Mount Whitney
4418
Point Buchon
Point Arguello
Los Angeles
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Snake
Twin Falls
Great Salt Lake
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Las Vegas
Colorado
Yuma
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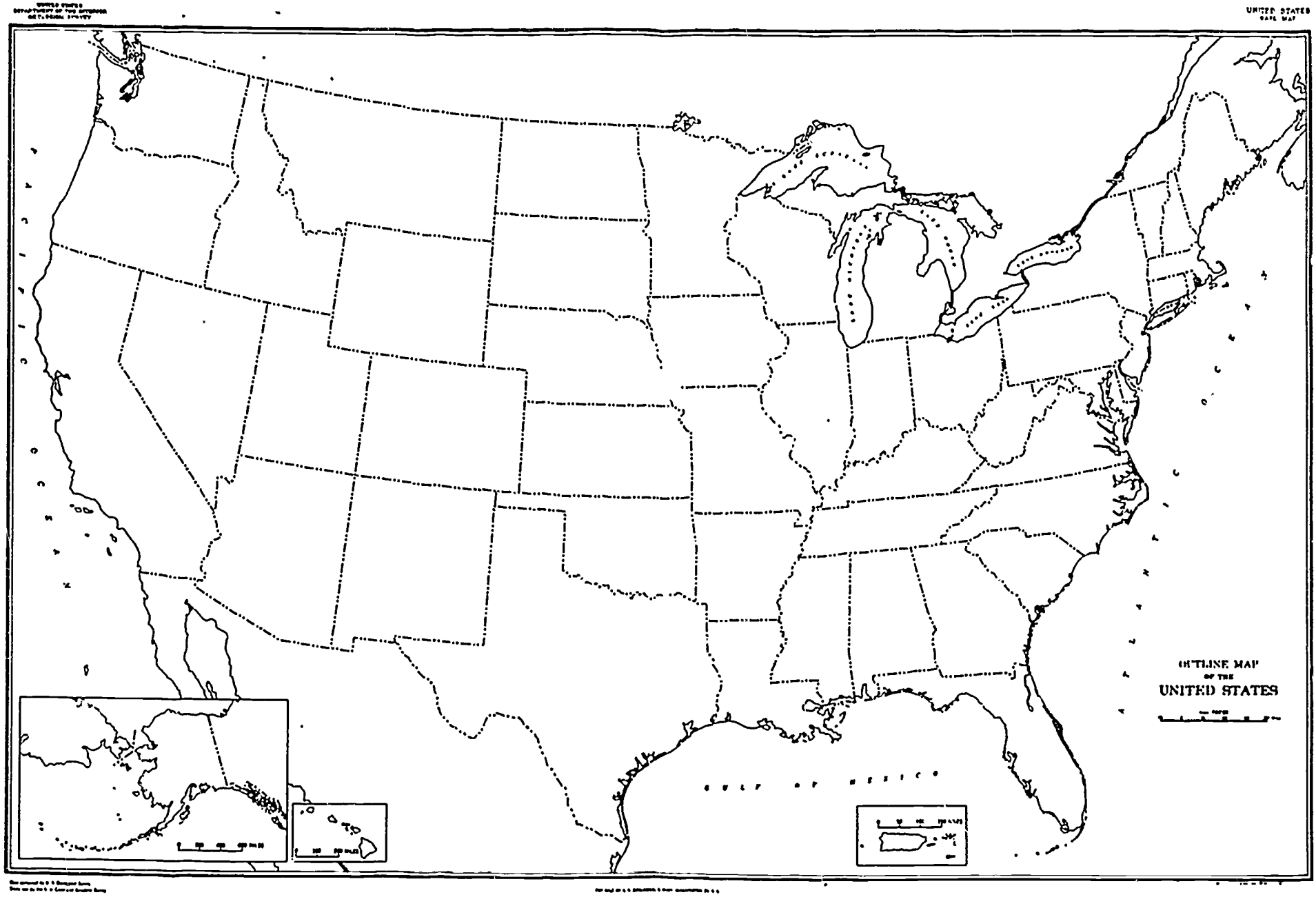
OUTLINE MAP
OF THE
UNITED STATES

UNITED STATES
DEPARTMENT OF EDUCATION NEWS

FOR RELEASE
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(202) 732-4307

CAVAZOS ISSUES GEOGRAPHY ASSESSMENT AND HANDBOOK FOR PARENTS

U.S. Secretary of Education Lauro F. Cavazos today deplored the "disturbing geography knowledge gap" in America as he released the results of the first National Assessment of Educational Progress (NAEP) in geography.

Overall, the nation's 12th graders responded correctly to only 57 percent of the geography test items.

"Unless we place a new emphasis on the study of geography," Cavazos said, "we are passing on to our children the stewardship of a world they literally do not know."

Cavazos also announced that the Education Department is issuing a handbook for parents, Helping Your Child Learn Geography. "It contains a wealth of ideas," Cavazos said, "about activities parents can use to teach their children basic facts about world geography.

"We recognize the importance of geography and the need to foster in young children an early appreciation of the world around them. We believe this booklet can help make a difference."

Citing suggestions contained in the handbook, Cavazos said parents should join their children to "watch weather forecasts together. Read about other cultures and countries to make your children aware of the diversity of people and geography. Have a map or world atlas handy in your home so that family discussion or television programs can become daily geography lessons."

-MORE-

More than 3,000 high school seniors from 300 public and private schools participated in the NAEP study. Students were asked a total of 76 multiple-choice questions about four major geographic topics:

-- knowing locations;

-- using the skills and tools of geography -- such as maps and globes, latitude and longitude;

-- cultural geography -- including environmental issues and economic factors; and,

-- physical geography -- climate, weather, tectonics, and erosion.

While 87 percent of the students could locate Canada on a map, only 27 percent could use a map to identify a likely area of soil erosion. Average scores for the topics ranged from 53 percent correct in the geography skills category to 60 percent correct on cultural geography.

Despite the highest score on cultural geography, it was the only category of the four in which students who studied the topics a lot scored no better than students who studied them some or a little. One explanation is that students were familiar with many of these issues -- such as acid rain and the impact of pesticides on pollution -- because they have received considerable attention by the media.

Often referred to as "the nation's report card," NAEP is a federally-funded activity that regularly evaluates reading, writing, science, mathematics, and other subject skills. The 1988 geography assessment was made possible by partial funding from the National Geographic Society.

-MORE-

The handbook released today, Helping Your Child Learn Geography, provides practical ideas and activities for parents to use to introduce young children to five major geographic themes: physical locations, the character of places, relationships between places, movement of people and things, and how places can be described or compared.

The booklet encourages parents to:

-- use or make maps to teach children about mountains, lakes, terrain and other physical characteristics of places; directions and routes taken on family trips; locations mentioned in books, newspapers, and on television, and where friends and relatives reside.

-- construct weathervanes, barometers, and wind chimes and study weather forecasts over time to help children learn how climate affects crops, what people eat, how they dress, and what they do for work and fun.

-- engage children in activities to show the extent to which people control and are controlled by the environment -- visit farms, reservoirs, and gardens; have them clean up litter, mow the grass, and rake leaves; discuss why we build bridges, tunnels, storm walls, and houses on stilts.

-- use a variety of modes of transportation and communication to teach children about the movement of people, products, and ideas. Where do foods come from and how are they processed, transported, preserved, and brought to our kitchen tables? How has this changed since their grandparents were children?

-- visit ethnic, commercial, and undeveloped regions of your hometown to help children understand how places, countries, and cultures can be compared and described.

The handbook also contains a glossary of terms and lists sources for obtaining maps, pen pals, atlases, and some 50 books for children about the environment and other cultures and areas of the world.

Copies of Helping Your Child Learn Geography are available for 50 cents per copy by writing: Geography, Consumer Information Center, Pueblo, Colorado 81009.

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ANNOUNCEMENT

U.S. Department of Education • Office of Educational Research and Improvement

Information Services

New Booklet for Parents, *Helping Your Child Learn Geography*

When you take your children for a walk, you can be teaching them geography. Help them learn right and left, and north, south, east, and west. Tell them to turn north at the next corner, left at the one after that. When you get home, have them draw a map of where you have walked indicating the houses of their friends, or show them on a road map where you live and where you went.

While the study of geography takes place mainly in the schools, the seeds of geographic thought can start at home at a very early age. To help parents in this process, Information Services in the U.S. Department of Education's Office of Educational Research and Improvement has published a new booklet, *Helping Your Child Learn Geography.* Published in cooperation with the U.S. Geological Survey and with assistance from Hammond, Incorporated, this booklet, aimed at parents of children under 10 years of age, suggests everyday learning experiences to steer children's natural curiosity toward geographic questions and knowledge.

The study of geography—the science that describes the earth's surface—is more than knowing where things are located on a map. Geography also requires a knowledge of why things are located in particular places and how those places influence our lives. *Helping Your Child Learn Geography* describes the basic concepts of geography and suggests informal activities and games that will enhance children's geographic awareness.

The activities are organized around five specific themes geographers use to focus their thinking. Those themes are:

- Where are things located?
- What makes a place special?
- What are the relationships among people and places?
- What are the patterns of movement of people, products, and information?
- How can the earth be divided into regions for study?

Some of the activities include showing your children the natural features of their neighborhood and how they have been changed, building a weather vane, watching for license plates from other states, and visiting ethnic stores to learn about people from other countries.

The booklet also includes a glossary of geographic terms, a listing of where to get free or inexpensive materials and maps, an outline map of the United States, and a list of books for children—picture books, story books, and atlases—that will help them learn about the world.

For a copy of *Helping Your Child Learn Geography*, send your name, address, and 50 cents to:

Geography
Consumer Information Center
Pueblo, Colorado 81009

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